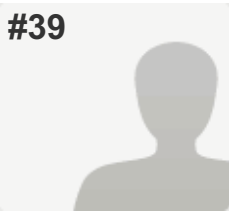**#39**

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, May 04, 2016 3:28:18 PM
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Q1: Name of School District:	Wayne Community School District
Q2: Name of Superintendent	Dave Daughton
Q3: Person Completing this Report	Mary Roberts

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Q4: 1a. Local TLC Goal

Attract and retain able and effective teachers with competitive starting salaries and enhanced leadership opportunities.

Q5: 1b. To what extent has this goal been met?

(no label)   Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our district had already raised the starting salary to meet the State of Iowa requirement during the 2014-15 school year, and began a pilot program called "Improving Teaching and Learning" because we believed in the significance of the TLC program. The pilot program allowed us to experience the "growing pains and baby steps" of implementing a teacher leadership system (TLS), and enabled us to move more efficiently into our first year of TLC state compensation. Our staff was fully aware of the TLS opportunities and responsibilities for the 2015-16 school year. We hired from within, a hybrid plan of release and extra time, with 4 Instructional Coaches (IC), 4 of 6 Model Teachers (MT), 1 Technology Coach (TC), and 1 PD/TLS Coordinator. After further consideration, we changed our plan to also include 6 Professional Development Leadership Team (PDLT) members, of which, only 3 positions were filled. This placed 27% of our staff in teacher leadership (TL) positions. All current teacher leaders were retained by the selection team with a leadership role for next year; 2 will be assuming new roles and 3 new applicants will be added to fill TL roles. Our school district was honored with a 2015 Top Workplace in Iowa award and we have been nominated again for this award. Our district retention was 100%; thus we did not have a Mentor role this year, although it is written into our TLC plan for future needs. According to the Tech Coordinator (TC) log, we discovered we need to increase the hours for the position next year, increasing to one day each week instead of every other week.

Our exit survey revealed 100% of teachers were served by teacher leaders in some capacity. The TC logged 150+ hours, ICs logged 1200+ hours, and MTs logged 52 hours of teacher observations excluding post-conversations. While working with a teacher leader this year, 94% of teachers stated they had fully or partially completed their ICDP goals at the time of survey. Overall, teachers expressed positive comfort levels with teacher leaders: 63% were motivated and found the experiences stress-free, 21% were motivated but found the experiences somewhat stressful, and 17% stated the experiences were better than they initially expected, 0% said they were uncomfortable. We are encouraged by this year's exit survey results. We believe the collaborative supports of teacher leadership will continue to help us to retain effective teachers while greatly enhancing instructional practices that impact student learning.

Q7: 2a. Local TLC Goal

Promote collaboration.

Q8: 2b. To what extent has this goal been met?

(no label)   Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

To increase collaboration time, the secondary building moved to a 9-period day and reserved 1 period for teachers to collaborate with colleagues. Teachers met at least once a week and logged reflectively their group discussion of Capturing Kids' Hearts (CKH) monthly goals or numerous other instructional topics. CKH topics included: creating social contracts, the EXCEL model, self-managing classrooms, developing meaningful relationships with students, team building, fierce/difficult conversations with students or peers, meet & greet, reviewing social contracts, and motivation/attitude/reframing. Instructional Coaches (IC) are also members of peer collaboration teams but also attended other collaborative meetings to explore teacher needs and address concerns. Teachers expressed wanting more collaborative conversations within their content areas and/or grade levels. We are working to schedule prep and collaboration periods to be more conducive for this next year.

The elementary staff used before/after school time, as well as release time for collaboration. ICs also met with teachers over lunch to discuss instructional needs and review data. We are planning to provide more peer and coaching collaboration time during school hours for elementary in the 2016-17 school year.

The district's Professional Development Leadership Team (PDLT) met 6 times throughout the year to assess, discuss, modify, plan, and reflect upon our professional learning. The PDLT consists of administration, the PD/TL coordinator, Technology Coach (TC), ICs, and 3 other classroom teachers. The year began with Gallup Strengths training for all district staff. Some followed up with online or face-to-face discussion groups to reflect about individual strengths and development. Over the past 5 years, our PD primary focus were the Characteristics of Effective Instruction (CEI) with focus groups sharing strategies implemented in classrooms. This year our focus was to use CEIs and various assessment data to provide MTSS interventions to improve student achievement. Paraprofessionals and TL substitutes were included in much of our staff learning in order to provide consistent instructional strategies for students. All district staff were given the book, "The Energy Bus" for the holidays. Monthly book reviews began during the 2nd semester which allowed for all district personnel to explore and reflect on how to increase positive energy into their work and life!

ICs observed, strategized, and provided feedback to assist teachers with interventions to increase student achievement. CEIs, FAST, MAP, and other assessment data were used to monitor student performance. Model Teachers (MT) demonstrated interventions/CEI strategies to teachers and collaboration groups who scheduled observations, followed by conversations, about what had been seen and could be implemented into the observer's classroom.

ICs met weekly with Administrators, TL coordinator and TC; also monthly as a group, with the coordinator and TC, to brainstorm strategies to best meet administrator and teacher needs. Once a quarter, the full TLS team met to review the TL program. Such review determined monthly meetings with MTs begin during the 2nd semester to provide them time to discuss concerns.

Our district's TLC plan was a continuation of a collaborative process we had begun to implement over 5 years ago. It continued to grow and highly impact instructional improvements to meet the needs of all learners – students and adults.

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching.

Q11: 3b. To what extent has this goal been met?

(no label)   Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All Teacher Leader (TL) candidates were selected through a rigorous selection process determined by a site-based review council of unbalanced representation of the 2 principals and 3 teachers representing each attendance center. Recommended applicants were reviewed by the superintendent, who then took the recommendations to the Board of Education for approval. TLs were reviewed through a peer feedback survey during both semesters, and a final evaluation by principals using the Measure of Effectiveness rubric.

The Teacher Leader Survey provided positive feedback about each TL's experience in their role in our TLS program. TLs overwhelmingly agreed they were 1) supported and assisted by administration, 2) that their assistance promoted learning for all students, 3) their roles and responsibilities were well-defined with supportive professional learning opportunities, and 4) they were 100% involved in developing or delivering job-embedded professional learning. After the 1st semester, Model Teachers (MT) expressed concerns about compensation in alignment with their number of observations and we implemented monthly meetings to better focus on their concerns and resolve issues. We are in the process of adjusting schedule and compensation needs for MTs and the Technology Coach (TC) next year. A majority of TLs agreed that compensation (money and release time) were satisfactory and that their leadership skills had improved since becoming a teacher leader. TLs attended IDE conferences, a Stephen Barkley workshop, GPAEA Jim Knight trainings, Pat Quinn's "Coaching Reluctant Teachers" workshop, and MTs attended GPAEA secondary MTSS training.

Coaching and model teacher logs tell a story of TLs working with some classroom teachers who were initially skeptical of the TLS process, now frequently collaborating over data, instructional strategies, interventions, and team teaching. TLs built close relationships and worked with the heart of a true servant leader.

The following quote from the TL Survey reflects a TL's experience this year, "Working as a model teacher encouraged me to focus on the strategies I use and their effectiveness. I really tried to up the student engagement in my classroom, as a result I feel that I've improved my instructional practices greatly. I've also benefited greatly from the instructional coaching I've received. It has been thought provoking, challenging (in a good way), and useful. My coach has been a sounding board, cheerleader, and mentor."

Our technology coordinator reported that our teachers' are requesting more assistance and their confidence has increased this year using technology for instruction, as well as student use. In PD settings, more teachers are presenting new technologies that they have been using successfully in their classrooms. Recently fourth grade Skyped with children's book author, Bo Rush, a native Iowan who currently lives and teaches in Colorado. The students were able to read one of his books and then talk to him about his book, the process, and the similarities and differences between their schools. Google Classroom, Google apps and extensions have been implemented more this year by teachers and students at all grade levels. Our TC assisted Junior High teachers to successfully write a grant for chrome book carts and develop a plan of action for their use with students next school year.

One TL stated, "Being an instructional coach has been a challenge, but I would not have wanted to miss the experience---it made me move out of my "comfort zone" and thus helped me to grow as an educator and leader."

Q13: 4a. Local TLC Goal

Improve student achievement.

Q14: 4b. To what extent has this goal been met?

(no label)	Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The 2015-16 Iowa Assessment results showed growth for the majority of grade levels. Elementary classes made good gains at all grade levels in all content areas, except in 3rd grade, which still demonstrated some increase. The 7th grade showed consistent performance gaps in reading and science. All high school grades are testing well above grade level in all areas.

All teachers participated in data/item analysis and created action steps for 2016-17. We determined APR goals for 2016-17 will be growth in 3rd grade Math and 7th grade Reading. Teachers and teacher leaders will focus upon more Tier 2/Tier 3 interventions, monitor student learning by implementing a variety of formative assessments, and adjusting instruction on a daily/weekly basis as needed.

Elementary Reading			Elementary Math		
Second	3.8	+1.2	Second	3.2	+0.6
Third	4.3	+0.7	Third	4.0	+0.4
Fourth	6.1	+1.5	Fourth	5.5	+0.9
Fifth	7.0	+ 1.4	Fifth	6.2	+0.6
Sixth	7.7	+1.3	Sixth	7.4	+0.8

7th grade Reading
NSS proficient = 223
Average NSS = 229
NGE of Avg. NSS = 6.9 (-.2)
19/42 proficient (45%)

7th grade Math
NSS proficient = 219
Average NSS = 241
NGE of Avg. NSS = 7.9 (+1.4)
33/42 proficient (79%)

8th grade Reading
NSS proficient = 236
Average NSS = 255
NGE of Avg. NSS = 9.3 (+1.3)
33/45 proficient (73%)

8th grade Math
NSS proficient = 231
Average NSS = 259
NGE of Avg. NSS = 9.7 (+1.1)
35/45 proficient (78%)

9th grade Reading
NSS proficient = 247
Average NSS = 293
NGE of Avg. NSS = 12.9+ (+2.6)
39/40 proficient (98%)

9th grade Math
NSS proficient = 249
Average NSS = 275
NGE of Avg. NSS = 11.9 (+1.0)
32/40 proficient (80%)

10th grade Reading
NSS proficient = 257
Average NSS = 293
NGE of Avg. NSS = 12.9+
42/48 proficient (88%)

10th grade Math
NSS proficient = 257
Average NSS = 282
NGE of Avg. NSS = 12.9+ (+1.5)
38/48 proficient (79%)

11th grade Reading
NSS proficient = 262
Average NSS = 288
NGE of Avg. NSS = 12.9+
34/38 proficient (89%)

11th grade Math
NSS proficient = 261
Average NSS = 293
NGE of Avg. NSS = 12.9+
33/38 proficient (87%)

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal	*Respondent skipped this question*
Q17: 5b. To what extent has this goal been met?	*Respondent skipped this question*

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*
Q19: 6a. Local TLC Goal	*Respondent skipped this question*
Q20: 6b. To what extent has this goal been met?	*Respondent skipped this question*
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

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Q22: **7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Next year all Teacher Leaders will focus on 1) continuing MTSS interventions at the elementary level, 2) to implement more MTSS interventions at the secondary level for non-proficient students/struggling students, and 3) provide more advanced learning opportunities for high achieving students. We will provide more professional development in the areas of RtI/MTSS to enhance our teachers "intervention toolbox".

We will increase the hours for the Tech Coordinator position, to one day each week instead of every other week. This will provide more opportunities for teachers to develop technology skills that will assist struggling students or enhance learning for all students.

We will implement a scheduling app in order for teachers to self-schedule more observations with Model Teachers (MT) at both building levels. We are also reviewing the MT pay per observation. As teachers become more comfortable with additional collaborative experiences, they will bring more strategies/interventions to their classroom which will increase student learning.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

"Working as a model teacher encouraged me to focus on the strategies I use and their effectiveness. I really tried to up the student engagement in my classroom, as a result I feel that I've improved my instructional practices greatly. I've also benefited greatly from the instructional coaching I've received. It has been thought provoking, challenging (in a good way), and useful. My coach has been a sounding board, cheerleader, and mentor."

The technology coach reported:
1. Recently worked with fourth grade teachers to Skype with children's book author, Bo Rush. He is a native Iowan who currently lives and teaches in Colorado. The students were able to read one of his books and then talk to him about his book, the process, and the similarities and differences between their schools.
2. Increased teacher confidence in using technology in their classrooms for instruction as well as student use.
3. Teachers stepping up to present, in professional development settings, new technologies they have been using successfully in their classrooms.
4. An increase in the number of teachers who are requesting assistance versus myself approaching the teachers with new ideas to try.
5. Co-teaching with the 3rd grade teachers and instructional coach to implement Google Slides in their science class.
6. Using Google Classroom in 6th grade math for online assessments and assignments.
7. Seeing students individually using google extensions and apps in the classroom to benefit their learning.
8. Working with JH teachers to write a grant for chrome book carts and develop a plan of action for their use with students.

"Being an instructional coach has been a challenge, but I would not have wanted to miss the experience---it made me move out of my "comfort zone" and thus helped me to grow as an educator and leader."

"I continue to believe that Teacher Leadership is one of the best educational initiatives of our time. It has provided an excellent opportunity for teachers to showcase their experience, insights, and strengths with their colleagues and further meet the needs of their students. This year we have witnessed teachers, some who were initially skeptical of the process, collaborate frequently about data, instructional strategies, student interventions, and team teaching, just to name a few. I look forward to seeing our district continue to grow educationally with the Teacher Leadership program and its impact on our student learning."

Q24: **Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.